DOCUMENT RESUME

ED 481 896 PS 031 631

TITLE	The Creative Curriculum for Preschool: Implementation Checklist [with] Implementation Checklist Classroom Profile.
INSTITUTION	Teaching Strategies, Inc., Washington, DC.
ISBN	ISBN-1-879537-81-8
PUB DATE	2003-00-00
NOTE	75p.; For Creative Curriculum for Preschool, 4th edition, see PS 030 856.
AVAILABLE FROM	Teaching Strategies, Inc., P.O. Box 42243, Washington, DC 20015 ($19.95, checklist; $14.95 (set of 10), classroom profile; $14.95 (set of 20), progress and planning form). Tel: 800-637-3652 (Toll Free); Tel: 202-362-7543; Fax: 202-364-7273; Web site: http://www.teachingstrategies.com.
PUB TYPE	Tests/Questionnaires (160)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	Check Lists; *Child Caregivers; Classroom Environment; Classroom Observation Techniques; *Curriculum Development; *Evaluation Criteria; Family School Relationship; Parent Participation; Preschool Children; *Preschool Education; Professional Development; Self Evaluation (Individuals); *Staff Development

ABSTRACT

The Creative Curriculum for preschool education is a teaching framework that addresses children's emotional, cognitive, and physical development. This checklist is designed for use in assessing how well the curriculum is being implemented as intended and includes a classroom profile form and a progress and planning form. The implementation checklist is designed for various uses by early childhood teachers, administrators/supervisors, and trainers. The introduction to the checklist describes its development and use of the checklist and related forms. The checklist itself is divided into five sections: (1) physical environment; (2) structure; (3) teacher-child interactions; (4) assessment; and (5) family involvement. Each of these sections includes descriptions of what to observe in the classroom and symbols indicating which items require specific interview questions or documentation requests. The classroom profile form enables administrators/supervisors to maintain records on individual classrooms. The progress and planning form can be used to guide teachers in their implementation of the curriculum. A glossary concludes the checklist. (KB)

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THE CREATIVE CURRICULUM FOR PRESCHOOL

IMPLEMENTATION CHECKLIST

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THE CREATIVE CURRICULUM® FOR PRESCHOOL

IMPLEMENTATION CHECKLIST

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Teaching Strategies, Inc.
P.O. Box 42243
Washington, DC 20015
www.TeachingStrategies.com
ISBN 1-879537-81-8

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Printed and bound in the United States of America
First Printing: June 2003

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Introduction to the *Implementation Checklist*

The Creative Curriculum® for Preschool Implementation Checklist is designed to assess how well the Curriculum is being implemented as intended.

The *Implementation Checklist* may be used alone or with its related forms:

- *Classroom Profile*
- *Progress and Planning Form*

The *Implementation Checklist* is a tool designed for various uses by teachers, administrators/supervisors, and trainers. The *Classroom Profile* enables administrators/supervisors to maintain records on individual classrooms. The *Progress and Planning Form* can be used to guide teachers in their implementation of the Curriculum.

Development of the *Implementation Checklist* began shortly after the publication of the most recent edition of the Curriculum in 2002. Developers field tested the instrument in a variety of programs (e.g., Head Start, public school pre-K, child care) in six different states. Teachers, trainers, consultants, and researchers provided feedback. Each time the instrument was used by development teams and data collectors, it was refined to increase clarity and inter-rater reliability.

How to Use the *Implementation Checklist* and Related Forms

If you are a **teacher**, you can use the *Implementation Checklist* in an ongoing manner to inform your work. Early in the year, the *Checklist* may help you to set up your classroom environment. Later in the year, it can help you evaluate your work with children. Individual sections can help you implement what you learn in a training session.

If you are an **administrator/supervisor** you can use the *Implementation Checklist* to gain information as part of your program's ongoing self-assessment and continuous improvement process, as well as to supervise and evaluate teachers. It will help you to support teachers, purchase materials, plan staff development, and improve the overall program.

If you are a **trainer**, you have different needs and time constraints. You can use different sections to follow up on training sessions, to help teachers reflect on how they are implementing what they have learned. You can introduce it to teachers as a self-assessment instrument. You can also use it to create an overall staff development plan for the program.

The more familiar you are with the *Checklist*, the more likely it is that your results will be accurate and reliable. Practice using the tool with another colleague and compare your findings. This helps you make sure you understand each item. Strive to be in agreement at least 85% of the time.

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Notes

The *Implementation Checklist* is divided into five sections:

I. Physical Environment (pp. 1–17)

II. Structure (pp. 18–22)

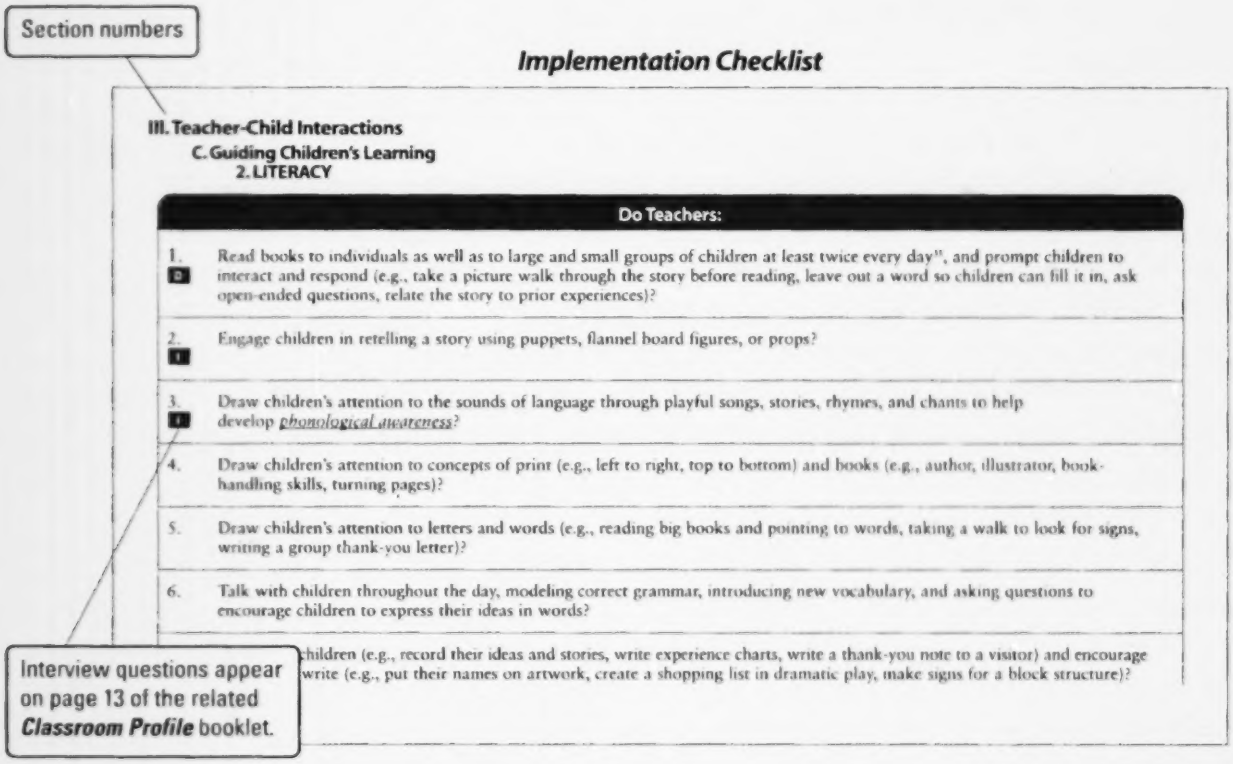
III. Teacher-Child Interactions (pp. 23–32)

IV. Assessment (pp. 33–35)

V. Family Involvement (p. 36)

Each section includes descriptions of what to observe in the classroom. **Note: the examples are given only for clarification—not as requirements.**

While all of the items in the *Checklist* are observable, unless you are the classroom teacher, you may not be able to observe them all in one visit. You will see an I (interview) or a D (documentation) symbol next to some items, which guides you to ask specific questions or request documentation. Interview questions appear at the end of the *Classroom Profile*. They are organized by section numbers (see illustration below). Sometimes one question enables you to assess multiple items.


Section numbers
Implementation Checklist
III. Teacher-Child Interactions
C. Guiding Children's Learning
2. LITERACY
Do Teachers:
1. D Read books to individuals as well as to large and small groups of children at least twice every day*, and prompt children to interact and respond (e.g., take a picture walk through the story before reading, leave out a word so children can fill it in, ask open-ended questions, relate the story to prior experiences)?
2. I Engage children in retelling a story using puppets, flannel board figures, or props?
3. I Draw children's attention to the sounds of language through playful songs, stories, rhymes, and chants to help develop phonological awareness?
4. Draw children's attention to concepts of print (e.g., left to right, top to bottom) and books (e.g., author, illustrator, book-handling skills, turning pages)?
5. Draw children's attention to letters and words (e.g., reading big books and pointing to words, taking a walk to look for signs, writing a group thank-you letter)?
6. Talk with children throughout the day, modeling correct grammar, introducing new vocabulary, and asking questions to encourage children to express their ideas in words?
children (e.g., record their ideas and stories, write experience charts, write a thank-you note to a visitor) and encourage
write (e.g., put their names on artwork, create a shopping list in dramatic play, make signs for a block structure)?
Interview questions appear on page 13 of the related Classroom Profile booklet.

For items that require documentation, you must actually see examples such as a Weekly Planning Form or daily schedule in the classroom. For some items, such as assessment portfolios, you must ask the teacher to show them to you. You can do this just before you begin your interview.

Some words in the *Checklist* are underlined and in italics. This tells you that the word is defined in the Glossary at the back. Footnotes give further explanation or clarification of particular items.

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Administrators/supervisors may find it helpful to use the related *Classroom Profile* booklet to record observations and notes. In the *Classroom Profile*, place a check mark in the "yes" box for each item that you observe to be in place, or a check mark in the "no" box if not. There are spaces to record subtotal scores and summary scores for two different observations.

A sample "Program/Center Profile Form" is included in the back of the *Classroom Profile*. This is meant to suggest a way for administrators/supervisors to create records for multiple teachers or classrooms using a spreadsheet program.

Classroom Profile

III. Teacher-Child Interactions
C. Guiding Children's Learning

2. Literacy (p. 26)

		Observation 1		Observation 2	
		YES	NO	YES	NO
D	1				
I	2				
I	3				
	4				
	5				
	6				
	7				

Subtotal: _____ _____ _____ _____

Comments

Progress and Planning Form

Teacher:_____ Date:_____

Physical Environment	**Structure**
Teacher-Child Interactions	**Assessment**

Administrators/supervisors may want to use the *Progress and Planning Form* to summarize findings and, together with the teacher, plan next steps.

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Guidelines for Using the *Implementation Checklist*

These guidelines may help you conduct an observation, ask any necessary interview questions, and look at documentation.

■ During the Observation

1. Be at the classroom prior to the children's arrival.
2. Walk around the classroom first to get the "big picture."
3. Only look in places where children have access to materials, e.g., dramatic play cabinets, the inside of a sand table, etc. Do not open closet doors, file cabinets, desk drawers, etc.
4. Begin by assessing the physical environment. This can be done prior to the children's arrival.
5. As children arrive, observe how they are greeted and the teacher's interactions with the families.
6. Be as unobtrusive as possible. Do not interact with the children, the teacher, or other staff members unless it is a dangerous situation. Avoid making eye contact with the children.
7. If you need more information before marking an item, make a note to ask the teacher during the interview.
8. Examples listed on the *Checklist* may not be exactly what you see in the classroom, but they should be comparable.

■ During the Interview

The purpose of the interview is to collect data, NOT to provide feedback to the teacher. A feedback conference should occur at another time.

1. Conduct the interview in a quiet place away from the children.
2. Ask the teacher to bring the assessment information collected for 5 children.
3. Use the interview questions as cues or prompts. It is not necessary to read them word-for-word.
4. Record the teacher's responses on the interview sheet. Do not share your ratings with the teacher at this time.

■ After the Observation

1. Be sure that you have marked all items before leaving the site.
2. Calculate subtotals for each subsection, as well as the total score, on the *Classroom Profile*.

I. Physical Environment

A. Overall Physical Environment

Do Teachers:
1. Divide the classroom space into well-defined *interest areas* (e.g., use furniture to enclose space for different kinds of activities)?
2. Position furniture to eliminate long and wide-open spaces that encourage running and roughhousing?
3. Arrange classroom furnishings so that all children can be observed/supervised from any vantage point in all areas of the classroom, including corner areas and cubbies?
4. Locate *interest areas* near needed resources (e.g., art, water play, and cooking activities near a water source; computers, CD player, and cooking area near electrical outlets) or make provisions for needed resources (e.g., use extension cords, transport water in buckets)?
5. Arrange *interest areas* so that activities in one area do not interfere with activities in another (e.g., Block Area located away from Library Area)?
6. Locate activities that share common materials (e.g., blocks and dramatic play) adjacent to one another?
7. Use *nonstereotypic* materials and displays (e.g., books, dolls, block props, puzzles, music, photos, posters) that reflect a range of roles (e.g., gender, occupations), special needs, and the social/cultural contexts of the families in the classroom and beyond[1]?
8. Store *most* materials on low shelves where children can take them out independently for play and return them when finished?
9. Provide materials that are well-maintained and in good condition (e.g., puzzles have all pieces, books are not torn or written in, dolls are clothed with no broken parts, outdoor equipment is safe with no sharp edges, and all toys/equipment are in working condition)?
10. *Label*[2] and identify where *most* materials belong using pictures/photos and written words?

Footnotes

[1] More than half, though not all, of the images depicted throughout the classroom environment should reflect the backgrounds of the children in the program, and then extend beyond to the major groups in the community and in the nation.

[2] Labels—always placed on the shelf and usually placed on the container—should have both a picture and a word. Labels should be written in conventional form as they would appear in books, i.e., avoid using all capital letters. If a material is in a clear container or basket, it is not necessary to have a label on the container. Materials in containers or on shelves should match the appropriate label.

I. Physical Environment

A. Overall Physical Environment

Do Teachers:
11. Create displays that consist primarily of children's *original* artwork and writing samples, at the children's eye level, on the walls and/or room dividers?
12. Display in the classroom photographs of the children with their families, at the children's eye level?
13. Limit *commercial display materials* to those relevant to a topic of *study* or an activity area (e.g., photos of bridges and buildings in the block area; alphabet in library area)?
14. Provide every child a cubby and/or a safe place to store work, and *label*[1] the cubby with the child's name and photograph?
15. Incorporate at least 4 features to make the classroom comfortable and attractive: **good lighting** (e.g., natural light from windows, table lamps, mirrors reflecting natural light); ***softness*** (e.g., stuffed chairs, mattress, pillows, rugs, stuffed animals); a ***variety*** **of textures** (e.g., fabrics, baskets, wood); **quiet, cozy spaces** (e.g., lofts, tents, box filled with pillows, comfortable chair), **homelike touches** (e.g., flowers, curtains, welcome mat, tablecloths, photo albums); and **living things** (e.g., plants, pets)?
16. Adapt space and modify materials to accommodate specific needs of children with disabilities (if enrolled) and make it possible for these children to be included in most activities (e.g., visual or tactile clues for routines or stories; wide entranceways to allow a child using a wheelchair or a walker to access *interest areas*)? ***Note: Check "Y" (yes) if there are no special needs children in the class.***

Footnotes:

[1] See footnote 2.

I. Physical Environment

B. Interest Area Materials, Furnishings, Equipment, and Displays

1. BLOCKS

Do Teachers:	
1.	Make the Block Area available as a choice activity on a daily basis? ***Note: If you mark this item "N" (No), also mark all other items in this section as "N."***
2.	Enclose the area on three sides[4] to protect children's constructions and have a low pile carpet on the floor to reduce noise?
3.	Allow enough space for at least 3–4 children to build comfortably?
4.	Have a full set of *unit blocks* (approximately 390, or enough blocks for each child in the area to build elaborate constructions)[5]?
5.	Set out 3–4 different shapes of unit blocks in the beginning of the year and more shapes (4–8 or more different shapes) later in the year[6]?
6.	Provide at least one other type of blocks (e.g. hollow, cardboard, foam, large Lego)?
7.	Display at least 4–6 props from a *variety* of categories (e.g., animals, people, road signs, small vehicles) in *labeled* containers or on *labeled* shelves[7]?
8.	Organize blocks by size and shape on shelves with outlines to show where each shape goes?

Footnotes:

[4] Walls may be counted as part of the three sides.

[5] If you are observing at the beginning of the year, you may not see a full set of blocks displayed in the Block Area. Ask to see the set at a convenient time.

[6] The intent of this item is for the Block Area to grow and change with the developing needs of the children.

[7] See footnote 2.

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I. Physical Environment

B. Interest Area Materials, Furnishings, Equipment, and Displays

2. DRAMATIC PLAY[8]

Do Teachers:	
1.	Make the Dramatic Play Area available as a choice activity on a daily basis? ***Note: If you mark this item "N" (No), also mark all other items in this section as "N."***
2.	Provide child-size home furnishings (e.g., stove, refrigerator, unbreakable dishes, cooking utensils) and dolls, dress-up clothes, and accessories that represent a *variety* of occupations and cultures, especially those of the children's families?
3.	Create new settings for dramatic play (e.g., grocery store, clinic, or fire station at various times throughout the year)[9]?
4.	Organize the Dramatic Play Area (e.g., *label*[10] shelves, draw silhouettes of utensils on pegboards, put dress-up clothes on hangers or pegs) to promote independent use of materials?
5.	Arrange the Area so that it is attractive and inviting (e.g., homelike touches such as curtains, tablecloths, pictures; dolls with clothes)?
6.	Allow enough space for at least 4–6 children to play at one time?

Footnotes:

[8] In the 3rd edition of *The Creative Curriculum*, this area was referred to as the House Corner.

[9] During the first weeks of school, it is acceptable to focus only on home living roles as children make the transition into school. As the year progresses, however, the area should be expanded to encourage play around different roles, e.g., a grocery store, a doctor's office, a veterinarian's office.

[10] See footnote 2.

I. Physical Environment

B. Interest Area Materials, Furnishings, Equipment, and Displays

3. TOYS AND GAMES[11]

Do Teachers:	
1.	Make the Toys and Games Area available as a choice activity on a daily basis? ***Note: If you mark this item "N" (No), also mark all other items in this section as "N."***
2.	Allow enough space for 4–6 children to play at one time, either sitting at a table or on the floor?
3.	Provide a *variety* of *self-correcting toys* (e.g., puzzles, stacking rings, nesting boxes)?
4.	Provide a *variety* of *open-ended toys* (e.g., Legos, colored cubes, interlocking links, pegboards and pegs, parquetry blocks, Cuisenaire rods)?
5.	Provide a *variety* of *collectibles* (e.g., keys, bottle caps, buttons)?
6.	Provide a *variety* of cooperative games (e.g., Lotto, alphabet bingo, card games, board games)?
7.	Organize toys and games (e.g., picture/word *labels*,[12] short stacks of game boxes) so children can find what they need and return it to the shelf when finished?
8.	Include a *variety* of materials ranging from simple to complex to meet varying ability levels (e.g., 4-piece, 7-piece, 11-piece puzzles; small-, medium-, and large-size pegs; beads; and Legos)?

Footnotes:

[11] In the 3rd edition of *The Creative Curriculum*, this area was referred to as Table Toys.

[12] See footnote 2.

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I. Physical Environment

B. Interest Area Materials, Furnishings, Equipment, and Displays

4. ART

Do Teachers:	
1.	Make the Art Area available as a choice activity on a daily basis? ***Note: If you mark this item "N" (No), also mark all other items in this section as "N."***
2.	Set up the easel and painting materials (4 or more colors of paint, plus brushes and paper) so that children can use them independently on a daily basis?
3.	Locate the Area so it is protected from traffic?
4.	Provide a table with 4–6 chairs so children can work on a horizontal surface?
5.	Make a *variety* of each of the following materials *accessible* to children for independent work: **materials to paint on** (e.g., manilla paper, foil, cardboard, newspaper, butcher paper, wallpaper); **materials to paint with** (e.g., tempera paint, finger paint, watercolors, brushes of all kinds, sponges, scrub brush); **materials to draw on** (e.g., different kinds of paper, cardstock, chalkboards, whiteboards); **materials to draw with** (e.g., crayons, markers, colored pencils, chalk, gel pens, pastels); and **materials to cut and paste** (e.g., collage materials, glue, paste, paper, scissors)?
6.	Make molding materials (e.g., clay, playdough, plasticene, modeling dough) and tools (e.g., rolling pins, craft sticks, scrapers) available to children?
7.	Include materials for three-dimensional constructions (e.g., woodworking materials, pipe cleaners, wire, brads, dowels)?
8.	Organize the Art Area so that children can use the materials and manage their work independently (e.g., *label*[13] containers and/or shelves, position similar materials together, make smocks and child-size cleaning materials accessible)?

Footnotes:

[13] See footnote 2.

I. Physical Environment

B. Interest Area Materials, Furnishings, Equipment, and Displays

5. LIBRARY

Do Teachers:
1. Make the Library Area available as a choice activity on a daily basis? ***Note: If you mark this item "N" (No), also mark all other items in this section as "N."***
2. Provide a *variety* of materials and furnishings to make the space comfortable and attractive (e.g., carpeted floor, good lighting, beanbag chairs, child-size rocker) where children can look at books?
3. Provide a space[14] and materials for listening (e.g., books stored together with tapes or CDs, cassette recorder or CD players, two headphones)?
4. Include a bookshelf to display books facing out, a table and chairs for writing,[15] and a shelf for writing materials?
5. Provide a *variety* of materials to **write on** (e.g., assorted lined and unlined paper, chalkboards, envelopes, stationery), a *variety* of materials to **write with** (e.g., pencils, pens, markers, chalk), and a *variety* of letter or word manipulatives (e.g., letter stamps, name cards, alphabet cards for children to handle and use as models)?
6. Display (with covers facing out) at least 25 children's books (e.g., storybooks; nursery rhymes; and informational, predictable, alphabet, and number/counting books)?
7. Provide books and related props for retelling stories[16] (e.g., hand puppets, flannel board, magnetic board, or story apron related to a particular story)?

Footnotes:

[14] Credit may be given if the listening area is not located physically inside the Library Area.

[15] Credit may be given if the writing area is not located physically inside the Library Area.

[16] The storytelling props available should be related to a particular story. An assortment of puppets or a flannel board with random felt pieces unrelated to a book would not meet the criteria outlined in this item. The storytelling props should help children recall the sequence of events in a story.

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I. Physical Environment

B. Interest Area Materials, Furnishings, Equipment, and Displays

6. DISCOVERY[17]

Do Teachers:	
1.	Make the Discovery Area available as a choice activity on a daily basis? ***Note: If you mark this item "N" (No), also mark all other items in this section as "N."***
2.	Include a table where children can work and a shelf to hold displays, collections, and discovery materials?
3.	Provide a *variety* of types of basic tools (e.g., magnifying glasses, balance scales, sieves, funnels, magnets, thermometers, containers, tweezers, tongs)?
4.	Provide a *variety* of materials for exploring (e.g., plants, seeds and bulbs, pets, rocks, soil)?
5.	Provide a *variety* of materials for investigating the physical properties of objects (e.g., sensory tubs, take-aparts, pulleys, gears, wheels, mirrors, flashlights)?
6.	Organize and display materials so that children can use them independently (e.g., *label*[18] containers and/or shelves, trays)?

Footnotes:

[17] The Discovery Area is new to the 4th edition. Credit may be given if the area is referred to as the "Science" area.

[18] See Footnote 2.

I. Physical Environment

B. Interest Area Materials, Furnishings, Equipment, and Displays

7. SAND[19] AND WATER

Do Teachers:	
1.	Make the Sand and Water Area available as a choice activity on a daily basis, either indoors or outdoors? ***Note: If you mark this item "N" (No), also mark all other items in this section as "N."***
2.	Make sand **and** water play available daily, either indoors or outdoors[20]?
3.	Provide a sufficient amount of sand (3–4 inches) and materials for digging, molding, pouring and sifting (e.g., scoops, measuring cups and spoons, sieves, buckets, shovels, sand molds)?
4.	Provide clean, fresh water and a *variety* of props for water play (e.g., buckets, cups, funnels, squirt bottles, water wheel, bulb basters, whisks, floating toys)?
5.	Have smocks and cleaning supplies (e.g., child-size broom, mop, dustpan) stored in the area and easily accessible to children?

Footnotes:

[19] Sand must be used in the sand table so children can experience molding, sifting, and exploring its other physical properties. Alternative materials, such as beans, rice, or other sensory materials, would not meet the criteria for this section. Sensory tubs containing these types of materials should be located in the Discovery Area.

[20] The outdoors sand and/or water area may be considered as an extension of the indoor Sand and Water Area. The same criteria for sand and water props apply.

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I. Physical Environment

B. Interest Area Materials, Furnishings, Equipment, and Displays

8. MUSIC AND MOVEMENT

Do Teachers:	
1.	Provide a place for children to play with musical instruments and enjoy music?
2.	Provide an easy-to-operate (e.g., color-coded buttons or equipment made specifically for children) tape recorder, CD player, or record player?
3.	Provide a *variety* of musical instruments (e.g., sticks, sand blocks, triangle, drum, cymbals, tambourine, maracas, tone blocks) and dance props (e.g., streamers, scarves)?
4.	Provide a *variety* of musical collections for children's use, on either CDs or tapes, representing diverse cultures and musical styles?
5.	Offer music and movement experiences as a choice activity on a daily basis?

I. Physical Environment

B. Interest Area Materials, Furnishings, Equipment, and Displays

9. COOKING

Do Teachers:	
1.	Allocate a place and time for cooking projects and/or preparing self-serve snacks?
2.	Make basic items available to children that they can use safely and independently to complete a food-related project (e.g., utensils, recipe cards/charts with pictures and words, ingredients for preparing daily snack)?
3.	Provide *labeled*[21] storage areas for cooking materials (e.g., a shelf, *labeled* boxes, bins)?
4.	Make cooking experiences available as a choice activity?

Footnotes:
[21] See footnote 2.

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I. Physical Environment

B. Interest Area Materials, Furnishings, Equipment, and Displays

10. COMPUTERS

Do Teachers:
1. Locate the computer monitors so that overhead or external lighting does not cause a glare on the screen?
2. Equip the Area with a child-size computer stand or table, one or two computers with CD-ROM drives, two chairs for each computer, and other equipment if available (e.g., printer, scanner, digital camera)?
3. Arrange the equipment so that children can use it safely (e.g., easy to turn on and off, power cords in back and out of children's reach, away from water sources)?
4. Arrange the equipment so that children can use it comfortably to prevent undue physical stress: children are approximately 18" from the screen, monitors are angled so children do not have to look up, the keyboard and/or mouse are at a child's elbow level?
5. D Provide children access to software programs that are developmentally appropriate, interactive, and interesting (e.g., software related to a study topic, an electronic storybook, a drawing or word processing program)[22]?
6. Make computers available as a choice activity on a daily basis?

Footnotes:

[22] If you cannot see the software that is available to the children, you will need to ask the teacher or assistant to show it to you in order to evaluate this item.

I. Physical Environment

B. Interest Area Materials, Furnishings, Equipment, and Displays

11. OUTDOORS

Do Teachers:
1. Make the Outdoors Area available on a daily basis[23]? D *Note: If you mark this item "N" (No), also mark all other items in this section as "N."*
2. Allocate sufficient space to accommodate all the children using the outdoor area at one time (e.g., approximately 80-100 square feet per child)?
3. Provide a safe place for outdoor play (e.g., protected from traffic, free from debris, cushioning materials under the equipment, no sharp edges, where children can be seen and supervised from all vantage points)?
4. Have varied spaces that include **soft materials** (e.g., sawdust, sand, bark under equipment); **sunny as well as shady areas; paved or hard-surfaced areas** large enough for riding wheeled toys safely; **places to be alone or with one or two friends** (e.g., tractor tires, blankets for reading, old rowboat, boxes, tents); **open spaces** for large motor skills?
5. Offer a *variety* of age-appropriate equipment for climbing, swinging, sliding, balancing, and riding wheeled toys?
6. Provide a *variety* of equipment and/or materials for gross motor activities such as running, catching and throwing, and kicking?
7. Create spaces and provide tools (e.g., child-size rakes, shovels, magnifying glasses) for child-initiated nature explorations (e.g., digging, gardening, observing)?
8. Provide materials for creative outdoor experiences (e.g., reading, art, construction, movement/dance, dramatic play)?

Footnotes:

[23] If the weather conditions prohibit children from going outside during your observations, check to make sure that it is included in the daily schedule. If it is, then continue marking the outdoor environment. You may need to ask about other equipment (balls, hoops, riding toys) in this situation.

BEST COPY AVAILABLE

I. Physical Environment

C. Content-Related Materials, Furnishings, Equipment, and Displays

1. LITERACY

Do Teachers:
1. Include print that ***labels*** **objects**[24] (e.g., names on cubbies), **provides information** (e.g., daily schedule, recipe, instructions on how to wash hands), **provides narrative descriptions** (e.g., dictation about artwork), and **identifies classroom practices** (e.g., waiting lists, job chart)?
2. Provide a *variety* of books including *narrative*, *predictable*, alphabet, number/counting, informational, rhyming, as well as other texts (e.g., magazines, signs, charts)?
3. Include a *variety* of materials written in English and other languages spoken by the children in the class: books in at least 5 *interest areas* and other texts (e.g., magazines, lists, cookbooks, newspapers, charts) in at least 3 *interest areas*.
4. Offer a *variety* of writing materials (e.g., paper, notepads, markers, appointment books, envelopes, chalkboards, wipe-off boards, sign-up sheets) in at least 5 *interest areas*?
5. Display the alphabet on the wall at the children's eye level?

Footnotes:

[24] See footnote 2.

I. Physical Environment

C. Content-Related Materials, Furnishings, Equipment, and Displays

2. MATHEMATICS

Do Teachers:
1. Provide a *variety* of materials for exploring number concepts (e.g., counting bears, counting books, number puzzles, number lines)?
2. Include a *variety* of materials that allow children to recognize, copy, create, and extend patterns (e.g., pattern blocks, unit blocks, colored wooden beads, collage materials)?
3. Provide a *variety* of materials for exploring geometric shapes and spatial relationships (e.g., shape puzzles and sorters, blocks, parquetry blocks)?
4. Incorporate a *variety* of materials for exploring measurement (measuring cups, spoons, balancing scales, rulers, string, scales, sand timers, play money)?
5. Provide a *variety* of materials for collecting, organizing, and representing data (e.g., collections such as bottle caps, shells, leaves, buttons).

BEST COPY AVAILABLE

I. Physical Environment

C. Content-Related Materials, Furnishings, Equipment, and Displays

3. SCIENCE

Do Teachers:
1. Provide a *variety* of materials for actively investigating the *life sciences* (e.g., pets, plants, learning about health, nutrition, and/or our bodies)?
2. Incorporate a *variety* of materials for investigating the *physical sciences* (e.g., magnets, magnifying glasses, balance scales, mirrors, pulleys, ramps, balls, small appliances to take apart)?
3. Include a *variety* of materials for exploring the *earth and the environment* (e.g., sand, clay, water, thermometers, rocks, fossils, recyclables)?

I. Physical Environment

C. Content-Related Materials, Furnishings, Equipment, and Displays

4. SOCIAL STUDIES

Do Teachers:
1. Provide a *variety* of materials to help children learn more about people and how they live (e.g., career-related props, books about different cultures and families, class rules and jobs display, play money, cash registers, family pictures)?
2. Offer a *variety* of materials to help children learn about *spaces and geography* (e.g., maps, road signs for the block area, board games requiring children to move markers, musical selections or games that children use independently to explore directionality)?

NOTE:
Materials for the Arts have already been assessed under Dramatic Play, Art, Music and Movement, and Literacy (retelling stories).

Materials for Technology have already been assessed under Discovery, Computers, and Cooking.

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II. Structure

A. Daily Schedule and Routines

Do Teachers:	
1.	Offer a balance of activities, including active and quiet times, large- and small-group activities, indoor and outdoor play times, and child-initiated and teacher-planned activities?
2. D	Display the daily schedule in words and pictures at the children's eye level?
3. I	Allow for flexibility in the daily schedule (e.g., give additional time during choice time when children are involved in elaborate play; shorten group times when children become restless)?
4.	Allocate at least 30–60 minutes each morning and afternoon for outdoor play[25]?
5.	Have consistent routines and procedures in place for children to follow (e.g., put belongings away upon arrival, check in at attendance board; hand-washing and tooth-brushing procedures depicted in pictures and words and posted at the children's eye level)?
6.	Have strategies in place for teaching children how to care for the classroom and materials appropriately (e.g., a job chart with children's names and photos to show who is responsible for specific tasks, clean-up supplies that are accessible and safe for children's use)?
7.	Guide children in putting away materials where they belong (e.g., draw attention to the *labels*; play games to sort materials on shelves)?

Footnotes:

[25] If this is a half-day program, only one outdoor time is required.

II. Structure

B. Large- and Small-Group Time

Do Teachers:
1. Conduct large-group meetings for flexible periods of time (e.g., 5-20 minutes depending on the age, interests, and abilities of the group) each morning and afternoon[26]?
2. Make accommodations for children who choose not to participate in large-group activities (e.g., allow children to look at books or choose another quiet activity)?
3. Engage children in interactive experiences (e.g., songs, fingerplays, discussions, sharing) during small- and large-group time?
4. Conduct planned small-group (2–6 children) activities each day[27]?
5. Use flexible grouping so that the size and make-up of the small groups are not the same every day?
6. Use small-group times to address the needs and interests of the children (e.g., introduce new materials or concepts, teach specific skills, observe how a child uses materials and offer suggestions for the next step)?

Footnotes:

[26] If this is a half-day program, only one large-group time is required.

[27] Small-group time may take place in a variety of contexts, e.g., for short periods during choice time; at naptime for nonsleepers; or when parent volunteers are present.

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II. Structure

C. Choice Time

Do Teachers:	
1.	Allow children to choose interest areas, activities, materials, and playmates during *choice time*?
2.	Schedule *choice time* for at least one hour, exclusive of clean-up time, in the morning and again in the afternoon[28] for *full-day* programs?
3.	Allow children to move to different interest areas independently during *choice time*?
4.	Circulate throughout the room and interact with children during *choice time* (e.g., observe children, join in their play when appropriate, ask open-ended questions, intervene when necessary, make suggestions, offer props and materials)?
5.	Use *choice time* as a means to address the needs and interests of individual children (e.g., offer a book on caterpillars to a child who found one outdoors; give suggestions to a child having difficulty completing a puzzle; help a child make a get-well card for his grandfather)?

Footnotes:

[28] The choice time in the afternoon may be shorter in length. If this is a half-day program, only one choice time is required.

II. Structure

D. Transitions

Do Teachers:
1. Facilitate smooth *transitions* between activities (e.g., give advance notice, minimize wait time, have materials ready for next activity, minimize the number of transitions throughout the day)?
2. *Transition* children from one activity to another, individually and in small groups as much as possible (e.g., allow children to use the bathroom as needed, move to the next activity when finished eating)?
3. Use *transitions* as an opportunity to teach concepts and skills (e.g., "If you are wearing red today, go wash your hands and put on your coat."; show children how much time remains by using concrete objects like a sand timer)?

II. Structure

E. Weekly Plans[29]

Do Teachers:
1. Write a weekly plan and carry out activities in the plan[30]?
2. Share weekly plans with families (e.g., post weekly plans on parents' bulletin board, write and send home a weekly newsletter informing families of class activities)?
3. Include on the weekly planning form changes to the environment, activities related to a topic of study, plans for large-group meetings, opportunities to work with children in small groups, and special activities for the week?
4. D Record on the form any changes made to weekly plans (e.g., changed plans when first snow fell or when following a child's interest)[31]?

Footnotes:

[29] While *The Creative Curriculum* includes a recommended Weekly Planning Form, credit may be given if the teacher or program adapts this form.

[30] The weekly plans posted should be current.

[31] If the weekly plan was not changed in practice, ask to see previous weekly plans.

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III. Teacher-Child Interactions

A. Building Relationships[32]

Do Teachers:
1. Demonstrate affection and caring (e.g., smile, respond quickly to a child in distress, give hugs, hold children's hands)?
2. Show appreciation for children's interests, needs, and efforts (e.g., read *Millions of Cats* to a child who loves cats; assist a child who has difficulty entering a group; validate a child's accomplishments, "You got your coat on all by yourself!")?
3. Listen attentively to what each child has to say and respond respectfully at the children's eye level?
4. Engage in frequent conversations with children (e.g., talk about ideas and personal experiences)?

Footnotes:
[32] In this section, consider the "predominate mode" of the teacher; that is, does the teacher demonstrate this behavior 50% or more of the time?

III. Teacher-Child Interactions

B. Guiding Children's Behavior[33]

Do Teachers:	
1.	Guide children's behavior in positive ways (e.g., offer positive reminders; establish a few rules and state them in positive ways; remind children of the rule; teach children how to cooperate, negotiate, and make and keep friends; redirect children from unacceptable to acceptable behavior)?
2.	Maintain a positive social atmosphere and order while teaching children social problem-solving skills (e.g., how to talk about a problem, express their feelings in words, come up with solutions for a problem, and then implement the solution)? ***Note: Check "Y" (yes) if no problems requiring intervention occurred.***
3.	Help children interpret their own feelings and the feelings of others (e.g., give children the words to describe their feelings; read and discuss stories about feelings; explain, "Look at his face. Can you see he is angry?")?

Footnotes:

[33] In this section, consider the "predominate mode" of the teacher; that is, does the teacher demonstrate this behavior 50% or more of the time?

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III. Teacher-Child Interactions

C. Guiding Children's Learning[34]

1. GENERAL STRATEGIES

Do Teachers:	
1.	Talk with children about their work to extend thinking and build vocabulary (e.g., comment on or describe what they see; invite children to share ideas about their work; teach new words during play, such as "backhoe" or "knead")?
2.	Ask open-ended questions that help children explain, predict, apply knowledge to solve a problem, evaluate, or consider consequences (e.g., "How did you decide. . . ? What do you think will happen if. . . ? How can you find out? Can you think of a way to. . . ? What happened that time?")
3.	Make suggestions to extend children's play ideas (e.g., "Is your baby sick? Should we call the doctor? Maybe Shontelle would like to be the doctor. She's wearing the stethoscope."), offer props, or participate in play when a child appears to need some support and guidance?
4.	Adapt instruction to include all children (e.g., offer challenging experiences, use clear visual cues, use concrete objects and gestures with second language learners going through a nonverbal period)? ***Note: Check "Y" (yes) if there are no special needs children in the class.***

Footnotes:

[34] For the purposes of assessing the following content sections, consider the total learning environment, including indoors and outdoors.

III. Teacher-Child Interactions

C. Guiding Children's Learning

2. LITERACY

	Do Teachers:
1. D	Read books to individuals as well as to large and small groups of children at least twice every day[35], and prompt children to interact and respond (e.g., take a picture walk through the story before reading, leave out a word so children can fill it in, ask open-ended questions, relate the story to prior experiences)?
2. I	Engage children in retelling a story using puppets, flannel board figures, or props?
3. I	Draw children's attention to the sounds of language through playful songs, stories, rhymes, and chants to help develop *phonological awareness*?
4.	Draw children's attention to concepts of print (e.g., left to right, top to bottom) and books (e.g., author, illustrator, book-handling skills, turning pages)?
5.	Draw children's attention to letters and words (e.g., reading big books and pointing to words, taking a walk to look for signs, writing a group thank-you letter)?
6.	Talk with children throughout the day, modeling correct grammar, introducing new vocabulary, and asking questions to encourage children to express their ideas in words?
7.	Write with children (e.g., record their ideas and stories, write experience charts, write a thank-you note to a visitor) and encourage children to write (e.g., put their names on artwork, create a shopping list in dramatic play, make signs for a block structure)?

Footnotes:

[35] If you are observing for part of the day and see only one story time, check the daily schedule or weekly plans to find evidence of a second story time.

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III. Teacher-Child Interactions

C. Guiding Children's Learning

3. MATHEMATICS

Do Teachers:	
1.	Actively introduce mathematical ideas in planned, purposeful ways (e.g., read stories with mathematical concepts, teach counting rhymes, create graphs, discuss math concepts in a cooking activity)?
2.	Encourage children to connect mathematical ideas to everyday experiences (e.g., "We need to figure out a way to share the markers so everyone will have the same number.")?
3.	Encourage children to communicate and represent their mathematical thinking (e.g., create and talk about a graph of favorite flavors of ice cream; explain how they sorted teddy bear counters; say, "This is how old I am" and share drawing of birthday cake with 4 candles)[36]?
4.	Interact with children to support their understanding of number concepts (e.g., engage in counting, one-to-one correspondence, quantity, number recognition, comparison activities)?
5.	Interact with children to support their understanding of patterns (e.g., identify, copy, extend, and create patterns)?
6.	Interact with children to support their understanding of geometry and spatial sense (e.g., explore 2- and 3-dimensional shapes; engage in activities using spatial vocabulary such as in, out, behind, beside, over, under, around, through, near, far)?
7.	Interact with children to promote their understanding of measurement (e.g., compare length, area, weight, capacity, time, temperature)?
8.	Interact with children to promote their understanding of data collection, organization, and representation (e.g., sort, classify, represent data, create graphs, describe and compare findings)?

Footnotes:

[36] You may see evidence of mathematical representations created by children in the classroom such as graphs, math journals, or drawings related to math concepts.

III. Teacher-Child Interactions

C. Guiding Children's Learning

4. SCIENCE

Do Teachers:	
1. Encourage children to use scientific process skills (e.g., explore, experiment, observe, reflect, describe, categorize, record findings)?	
2. Provide opportunities for children to actively investigate the *life sciences* (e.g., observe the habits of a classroom pet; care for plants; learn about health and our bodies)?	
3. Provide opportunities to explore *physical science* (e.g., explore the physical properties of materials; experiment with how things move, how things change)?	
4. Provide opportunities for learning about the *earth and the environment* (e.g., learn about the weather, day and night, shadows, recycling, what the earth is made of—rocks, sand, dirt, mud, water)?	

III. Teacher-Child Interactions

C. Guiding Children's Learning

5. SOCIAL STUDIES

Do Teachers:	
1. Provide opportunities for children to learn about people and how they live (e.g., arrange for a field trip in the community, set up a grocery store with a cash register)?	I
2. Guide children in caring for the environment (e.g., recycle paper, put trash in wastebasket, tend to the flower garden to beautify the playground)?	I
3. Provide opportunities for children to see and explore similarities and differences among people and cultures (e. g., invite families to share cultural traditions, cook ethnic foods)?	I
4. Use naturally occurring opportunities to expand geographic thinking by exploring spatial relations (e.g., near, far, next to, outside, behind) and by learning about the immediate environment (e.g., learn to get around the school, visit places in the neighborhood)?	I

III. Teacher-Child Interactions

C. Guiding Children's Learning

6. THE ARTS

Do Teachers:
1. Provide opportunities for children to explore the visual arts spontaneously (e.g., create drawings, paintings, or collages; talk about a painting, sculpture, or illustrations in a book)?
2. Provide opportunities for children to explore music spontaneously (e.g., create melodies on a xylophone, listen to a favorite song on a CD with headphones) and in groups (e.g., sing during group time, play rhythm band instruments)?
3. Provide opportunities for children to engage in drama spontaneously (e.g., pretend play, puppets) and in groups (e.g., re-enact a favorite story, play pantomime games)?
4. Provide opportunities for children to dance spontaneously (e.g., put out a box of props and a *variety* of music during choice time) and in groups (e.g., explore at group time and outdoors how our bodies can move; play a *variety* of musical styles while children dance)?

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III. Teacher-Child Interactions

C. Guiding Children's Learning

7. TECHNOLOGY[37]

Do Teachers:
1. Integrate technology into daily learning experiences (e.g., help children find information about bugs on a website, e-mail a thank-you note to the visiting firefighter, record a story with a tape recorder, use cooking utensils and appliances)?
2. Show children how to use technology and tools (e.g., navigate a software program; operate a tape recorder or CD player; use cooking tools and appliances; work a microscope) and select the right tool to get a job done?

Footnotes:

[37] In this section, "technology" is more than computers. It includes any tool that helps make work easier.

III. Teacher-Child Interactions

C. Guiding Children's Learning

8. STUDIES

Do Teachers:	
1.	Offer opportunities for children to actively *investigate* a topic over time (e.g., documentation is posted for children and families to view; study topic is reflected in the weekly plan; children's artwork reflects what they've learned; resources about the topic are readily available; some of the interest area activities and materials are related to the topic)?
2.	Select topics that are more concrete than abstract and involve many first-hand, direct experiences with real objects that children can manipulate?
3.	Select topics that are related to children's interests and prior experiences?
4.	Use *studies* as a way of addressing literacy and math skills (e.g., measure how tall a sunflower has grown in a gardening project; dictate a story about a trip to the fire station; use play money in a shoe store when studying shoes)?

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IV. Assessment

A. Observation and Documentation

Do Teachers:
1. Have a management system in place for collecting observational data and work samples for each child (e.g., a place to store observation notes, portfolios for each child)? D
2. Write observation notes about each child that are objective and factual? D
3. Write observation notes weekly about each child? D
4. Collect samples of children's work to document children's progress (e.g., artwork, writing samples, photos, audio recordings) and include supporting notes? D
5. Date observation notes and work samples? D

IV. Assessment

B. Analyzing and Evaluating Children's Progress

Do Teachers:	
1. Analyze each piece of documentation by writing the relevant *Creative Curriculum* objectives (by number) on the observation note and work sample?	D
2. Make preliminary ratings between checkpoints using the *Individual Child Profile* and/or the *Class Summary Worksheet*[38]?	D
3. Summarize collected observations and work samples using *The Developmental Continuum* at least 3 times a year and record final assessments on the *Individual Child Profile*?	D

Footnotes:

[38] If programs are using CreativeCurriculum.net, they may not have these records in a child's folder but may maintain these records only online.

IV. Assessment

C. Planning for Individuals and Groups

Do Teachers:
1. D Show evidence that they summarize each child's progress 3 times a year on the *Child Progress and Planning Report*?
2. D Have a schedule for meeting with families 3 times a year to share information, set goals for the next few months, and identify next steps for school and home?
3. D Use assessment data (e.g., data from *Class Summary Worksheet* and *Individual Child Profile* in *The Developmental Continuum Assessment Toolkit* or *Class Profile* in CreativeCurriculum.net) to write the weekly plan for the whole class, small groups, and individual children?

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V. Family Involvement

Do Teachers:
1. D Greet family members personally each day or have a system in place for weekly communication if children arrive in groups[39]?
2. Use daily contacts to update each other on the child and to coordinate plans and approaches?
3. D Have evidence of how they orient families to the program (e.g., newsletters, agendas from open house or parent meetings, family bulletin boards) in a language understandable to each family?
4. I Involve families in the program (e.g., invite them to participate in classroom activities, tape stories and songs, contribute to studies, go on field trips)?
5. D Have evidence that parent conferences or home visits are held to share information, discuss the child's progress, and plan what each will do to support the child's learning?

Footnotes:
[39] If you are unable to observe families being greeted personally, ask to see documentation of weekly communication.

Glossary of Terms

Accessible	Materials, furnishings, and equipment can be taken off shelves by children and used independently during choice time.
Choice time	Period of time in which children are free to choose the interest area, materials, and playmates.
Collectible	A collection of similar objects (e.g., keys, buttons, bottle caps) that can be put together in a variety of unspecified ways.
Commercial displays	Poster or bulletin board decorations developed by professionals.
e.g.	For example. These are suggestions only.
Earth and the environment	The study of nature and the world in which we live. It also involves how we take care of our environment. For preschool, the study of the earth is referring to the earth's surfaces in their immediate world (sand, dirt, rocks, water) rather than a study of the solar system.
Full-day	Six or more hours per day.
Interest areas	Activity areas in the classroom, often referred to as "centers."
Investigate	Firsthand investigation activities may include: making observations, creating experiments, conducting interviews, manipulating objects, posing questions, and having discussions.
Label	Picture/word labels are used in a purposeful way to help organize the environment.
Life sciences	The study of living things, including plants, animals, and the human body.
Most	More than a majority.
Nonstereotypical	Materials and displays that do not generalize about a particular group, race, or sex.
Narrative	Storybooks.
Open-ended toy	Toys with no right or wrong way to be used.
Original	Artwork in which the child decides what to create and how to create it.
Part-day	Less than 6 hours per day.
Phonological awareness	Hearing and understanding the different sounds of spoken language. This includes the different ways oral language can be broken down into individual parts, for instance, separate syllables and sounds.

Glossary of Terms

Physical science	The study of the physical properties of materials and objects.
Predictable books	Books that encourage children to join in a story, repeating a phrase or refrain. These books have the following characteristics: repetition, rhyming, and refrains; cumulative text; and illustrations that exactly match the text.
Self-correcting toys	Toys with pieces that fit together in one specific way, e.g., a puzzle or shape sorter.
Softness	A variety of furniture or objects that make the area cozy and inviting, are comfortable, and feel gentle to the touch.
Spaces and geography	Geographic thinking begins with understanding space, becoming aware of the characteristics of the places you live, and thinking about that place's location in relation to other places. Preschool children learn about the various earth surfaces—rocks, dirt, water. They learn pre-mapping skills as they explore directionality (e.g., forward, backward, up, down, around) as well as location (e.g., how to get to the bathroom, playground, or carpool line).
Study	An in-depth investigation of a topic that is based on the interest of children. A key feature of a study is that children research answers to their questions about the topic. Activities related to a study are focused on gaining a deeper understanding about the topic, rather than being "cute activities." A study may also be referred to as "the project approach."
Teacher	An adult whose primary responsibility is working with the children in the classroom on an ongoing basis.
Transition	The time when children move from one activity or routine to another.
Unit blocks	Hardwood blocks made to precise measurements. All other blocks relate to the size of the single unit.
Variety	Three or more.

Implementation Checklist
Classroom Profile

Program/Center: _____

Classroom: _____

Teacher(s): _____

Observer completing this Checklist: _____

Observation 1 Date: _____

Time Observation Began: _____ ☐ AM _____ ☐ PM

Time Observation Ended: _____ ☐ AM _____ ☐ PM

Observation 2 Date: _____

Time Observation Began: _____ ☐ AM _____ ☐ PM

Time Observation Ended: _____ ☐ AM _____ ☐ PM

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Teaching Strategies, Inc.
P.O. Box 42243
Washington, DC 20015
www.TeachingStrategies.com
ISBN 1-879537-82-6

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Printed and bound in the United States of America
First Printing: June 2003

Contents and Instructions

This *Implementation Checklist Classroom Profile* contains 5 sections:

- The *Classroom Profile* itself (pp. 1-12)
- Interview Questions (pp. 13-16)
- The Worksheet (pp. 17-18)
- The Profile Summary (p. 19)
- Program/Center Profile sample (p. 20)

For instructions on how to fill out this *Profile*, please note the "bubble help" examples that appear at the beginning of each section (see below).

I. Physical Environment

Place a check mark in the "yes" box for each item that you observe to be in place, or mark the "no" box if not.

A. Overall Physical Environment (p. 1-2)

Corresponds with pages 1 and 2 on your ***Implementation Checklist***.

	Observation 1		Observation 2	
	YES	NO	YES	NO
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

Add up the numbers in each column for a Subtotal. Later, you will enter these subtotals into the **Worksheet** on pages 17-18 of this booklet.

Subtotal: _____ _____ _____ _____

Comments

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I. Physical Environment

B. Interest Area Materials, Furnishings, Equipment, and Display

1. Blocks (p. 3)

	Observation 1		Observation 2	
	YES	NO	YES	NO
1				
2				
3				
4				
5				
6				
7				
8				

Subtotal: _____ _____ _____ _____
Comments

2. Dramatic Play (p. 4)

	Observation 1		Observation 2	
	YES	NO	YES	NO
1				
2				
3				
4				
5				
6				

Subtotal: _____ _____ _____ _____
Comments

3. Toys and Games (p. 5)

	Observation 1		Observation 2	
	YES	NO	YES	NO
1				
2				
3				
4				
5				
6				
7				
8				

Subtotal: _____ _____ _____ _____
Comments

4. Art (p. 6)

	Observation 1		Observation 2	
	YES	NO	YES	NO
1				
2				
3				
4				
5				
6				
7				
8				

Subtotal: _____ _____ _____ _____
Comments

I. Physical Environment

B. Interest Area Materials, Furnishings, Equipment, and Display

5. Library (p. 7)

	Observation 1		Observation 2	
	YES	NO	YES	NO
1				
2				
3				
4				
5				
6				
7				

Subtotal: _____ _____ _____ _____

Comments

6. Discovery (p. 8)

	Observation 1		Observation 2	
	YES	NO	YES	NO
1				
2				
3				
4				
5				
6				

Subtotal: _____ _____ _____ _____

Comments

7. Sand and Water (p. 9)

	Observation 1		Observation 2	
	YES	NO	YES	NO
1				
2				
3				
4				
5				

Subtotal: _____ _____ _____ _____

Comments

8. Music and Movement (p. 10)

	Observation 1		Observation 2	
	YES	NO	YES	NO
1				
2				
3				
4				
5				

Subtotal: _____ _____ _____ _____

Comments

I. Physical Environment

B. Interest Area Materials, Furnishings, Equipment, and Display

9. Cooking (p. 11)

	Observation 1		Observation 2	
	YES	NO	YES	NO
1				
2				
3				
4				

Subtotal: _____ _____ _____ _____
Comments

10. Computers (p. 12)

	Observation 1		Observation 2	
	YES	NO	YES	NO
1				
2				
3				
4				
D 5				
6				

Subtotal: _____ _____ _____ _____
Comments

11. Outdoors (p. 13)

	Observation 1		Observation 2	
	YES	NO	YES	NO
D 1				
2				
3				
4				
5				
6				
7				
8				

Subtotal: _____ _____ _____ _____
Comments

I. Physical Environment

C. Content-Related Materials, Furnishings, Equipment, and Displays

1. Literacy (p. 14)

	Observation 1		Observation 2	
	YES	NO	YES	NO
1				
2				
3				
4				
5				

D
I

Subtotal: _____ _____ _____ _____
Comments

2. Mathematics (p. 15)

	Observation 1		Observation 2	
	YES	NO	YES	NO
1				
2				
3				
4				
5				

Subtotal: _____ _____ _____ _____
Comments

3. Science (p. 16)

	Observation 1		Observation 2	
	YES	NO	YES	NO
1				
2				
3				

Subtotal: _____ _____ _____ _____
Comments

4. Social Studies (p. 17)

	Observation 1		Observation 2	
	YES	NO	YES	NO
1				
2				

Subtotal: _____ _____ _____ _____
Comments

II. Structure

A. Daily Schedule and Routines (p. 18)

	Observation 1		Observation 2	
	YES	NO	YES	NO
1				
2				
3				
4				
5				
6				
7				

Subtotal: _____ _____ _____ _____
Comments

B. Large- and Small-Group Time (p. 19)

	Observation 1		Observation 2	
	YES	NO	YES	NO
1				
2				
3				
4				
5				
6				

Subtotal: _____ _____ _____ _____
Comments

C. Choice Time (p. 20)

	Observation 1		Observation 2	
	YES	NO	YES	NO
1				
2				
3				
4				
5				

Subtotal: _____ _____ _____ _____
Comments

II. Structure

D. Transitions (p. 21)

	Observation 1		Observation 2	
	YES	NO	YES	NO
1				
2				
3				

Subtotal: _____ _____ _____ _____
Comments

E. Weekly Plans (p. 22)

	Observation 1		Observation 2	
	YES	NO	YES	NO
1				
2				
3				
4				

Subtotal: _____ _____ _____ _____
Comments

III. Teacher-Child Interactions

A. Building Relationships (p. 23)

	Observation 1		Observation 2	
	YES	NO	YES	NO
1				
2				
3				
4				

Subtotal: _____ _____ _____ _____
Comments

B. Guiding Children's Behavior (p. 24)

	Observation 1		Observation 2	
	YES	NO	YES	NO
1				
2				
3				

Subtotal: _____ _____ _____ _____
Comments

III. Teacher-Child Interactions
C. Guiding Children's Learning

1. General Strategies (p. 25)

	Observation 1		Observation 2	
	YES	NO	YES	NO
1				
2				
3				
4				

Subtotal: _____ _____ _____ _____
Comments

2. Literacy (p. 26)

		Observation 1		Observation 2	
		YES	NO	YES	NO
D	1				
I	2				
I	3				
	4				
	5				
	6				
	7				

Subtotal: _____ _____ _____ _____
Comments

3. Mathematics (p. 27)

		Observation 1		Observation 2	
		YES	NO	YES	NO
	1				
	2				
	3				
I	4				
I	5				
I	6				
I	7				
I	8				

Subtotal: _____ _____ _____ _____
Comments

4. Science (p. 28)

		Observation 1		Observation 2	
		YES	NO	YES	NO
I	1				
I	2				
I	3				
I	4				

Subtotal: _____ _____ _____ _____
Comments

III. Teacher-Child Interactions
C. Guiding Children's Learning

5. Social Studies (p. 29)

		Observation 1		Observation 2	
		YES	NO	YES	NO
I	1				
I	2				
I	3				
I	4				

Subtotal: _____ _____ _____ _____
Comments

6. The Arts (p. 30)

		Observation 1		Observation 2	
		YES	NO	YES	NO
I	1				
I	2				
I	3				
I	4				

Subtotal: _____ _____ _____ _____
Comments

7. Technology (p. 31)

		Observation 1		Observation 2	
		YES	NO	YES	NO
I	1				
I	2				

Subtotal: _____ _____ _____ _____
Comments

8. Studies (p. 32)

		Observation 1		Observation 2	
		YES	NO	YES	NO
D	1				
I	2				
I/P	3				
I	4				

Subtotal: _____ _____ _____ _____
Comments

IV. Assessment

A. Observation and Documentation (p. 33)

		Observation 1		Observation 2	
		YES	NO	YES	NO
D	1				
D	2				
D	3				
D	4				
D	5				

Subtotal: _____ _____ _____ _____
Comments

B. Analyzing and Evaluating Children's Progress (p. 34)

		Observation 1		Observation 2	
		YES	NO	YES	NO
D	1				
D	2				
D	3				

Subtotal: _____ _____ _____ _____
Comments

C. Planning for Individuals and Groups (p. 35)

		Observation 1		Observation 2	
		YES	NO	YES	NO
D	1				
D	2				
D	3				

Subtotal: _____ _____ _____ _____
Comments

V. Family Involvement (p. 36)

		Observation 1		Observation 2	
		YES	NO	YES	NO
D	1				
	2				
D	3				
I	4				
D	5				

Subtotal: _____ _____ _____ _____

Comments

Interview Questions

I. The Physical Environment - Interest Areas

Blocks
I. B. 1. Question #5
As children grow and develop, how do you adapt your Block Area to meet their needs?

The reference to this question is marked 1 in page 3 of your ***Implementation Checklist*** book. In this case you would look for:
I. The Physical Environment
B. Interest Area Materials
1. BLOCKS
1 **5.** (*"Set out 3-4 different..."*)

Dramatic Play
I. B. 2. Question #3
Note: Use this question if your observation takes place during the first month of the school year.

How does your Dramatic Play Area change over the course of the year?

II. Structure

Daily Schedule and Routines
II. A. Question #3
How do you allow for flexibility in your daily schedule?

Large- and Small-Group Time
II. B. Question #2
What strategies do you use for children who tend to wander away or choose not to participate in large-group activities?

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Interview Questions, continued

II. Structure, continued

Large- and Small-Group Time, continued

II. B. Question #5

How do you determine the size and make-up of small groups?

II. B. Question #6

How do you decide which activities to use at small-group time?

III. Teacher-Child Interactions – Guiding Children's Learning

Note: Use these questions if you do not observe the components of the content areas in action. Listen for key words listed in the teacher's explanation.

Literacy

III. C. 2. Questions #2, 3

What kinds of literacy experiences do you offer children on a regular basis?

Mathematics

III. C. 3. Questions #4, 5, 6, 7, 8

Describe the kinds of experiences you plan for children to help them develop math skills and concepts.

Interview Questions, continued

III. Teacher-Child Interactions – Guiding Children's Learning, continued

Science
III. C. 4. Questions #1, 2, 3, 4
How do you help children develop science concepts?

Social Studies
III. C. 5. Questions #1, 2, 3, 4
Describe how you help children gain a deeper understanding of social studies (people and places).

The Arts
III. C. 6. Questions #1, 2, 3, 4
Describe the experiences you offer children to help them appreciate and explore the arts.

Technology
III. C. 7. Questions #1, 2
How do you help the children in your classroom learn more about technology?

Interview Questions, continued

III. Teacher-Child Interactions – Guiding Children's Learning, continued

Studies

III. C. 8. Questions #2, 3

How did you determine your topic of study?

III. C. 8. Question #4

How do you integrate learning in the content areas (literacy, math, science, social studies, the arts, technology) into the study?

V. Family Involvement

V. Question #4.

How do you involve families in your program?

Worksheet

In these columns, enter the subtotals for each section that you recorded in the previous pages of this booklet.

Physical Environment

	Observation 1		Observation 2	
	YES	NO	YES	NO
Overall *(16 items)*				
Blocks *(8)*				
Dramatic Play *(6)*				
Toys & Games *(8)*				
Art *(8)*				
Library *(7)*				
Discovery *(6)*				
Sand & Water *(5)*				
Music & Movement *(5)*				
Cooking *(4)*				
Computer *(6)*				
Outdoors *(8)*				
Literacy *(5)*				
Mathematics *(5)*				
Science *(3)*				
Social Studies *(2)*				

Total: _____ _____ _____ _____

Add up your columns. You'll later place these totals into the **Profile Summary** on page 19 of this booklet.

Structure

	Observation 1		Observation 2	
	YES	NO	YES	NO
Daily Schedule & Routines *(7 items)*				
Large- & Small-Group Time *(6)*				
Choice Time *(5)*				
Transitions *(3)*				
Weekly Plans *(4)*				

Total: _____ _____ _____ _____

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Worksheet, continued

Teacher-Child Interactions

	Observation 1		Observation 2	
	YES	NO	YES	NO
Building Relationships *(4 items)*				
Guiding Children's Behavior *(3)*				
General Strategies *(4)*				
Literacy *(7)*				
Mathematics *(8)*				
Science *(4)*				
Social Studies *(4)*				
The Arts *(4)*				
Technology *(2)*				
Studies *(4)*				

Total: _____ _____ _____ _____

Assessment

	Observation 1		Observation 2	
	YES	NO	YES	NO
Observation & Documentation *(5 items)*				
Analyzing & Evaluating Children's Progress *(3)*				
Planning for Individuals & Groups *(3)*				

Total: _____ _____ _____ _____

Family Involvement

	Observation 1		Observation 2	
	YES	NO	YES	NO
Family Involvement *(5 items)*				

Total: _____ _____ _____ _____

Profile Summary

In these columns, enter the section totals from the **Worksheet** on pages 17-18 of this booklet.

	Total Possible	Observation 1 YES	Observation 1 NO	Observation 2 YES	Observation 2 NO
I. Physical Environment	102				
II. Structure	25				
III. Teacher-Child Interactions	44				
IV. Assessment	11				
V. Family Involvement	5				
TOTAL	187				
		%		%	

Add up your columns.

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Program/Center Profile

TEACHERS		MARY JONES		EMMA DANIEL					
OBSERVATION PERIOD		**1**	**2**	**1**	**2**	**1**	**2**	**1**	**2**
PHYSICAL ENVIRONMENT	**NUMBER POSSIBLE**								
Overall	**16**	10	14						
Blocks	**8**	4	6						
Dramatic Play	**6**	3	5						
Toys & Games	**8**	3	5						
Art	**8**	4	5						
Library	**7**	4	5						
Discovery	**6**	3	4						
Sand & Water	**5**	2	4						
Music & Movement	**5**	3	4						
Cooking	**4**	0	3						
Computers	**6**	4	5						
Outdoors	**8**	5	7						
Subtotal	**87**	45	67						
STRUCTURE	**NUMBER POSSIBLE**								
Daily Schedule & Routines	**7**	3	6						
Large- & Small-Group Time	**6**	3	5						
Choice Time	**5**	4	5						
Transitions	**3**	3	3						

NOTE:
This sample Program/Center Profile Form represents one way for administrators/supervisors to create records for multiple teachers/classrooms using a spreadsheet program.

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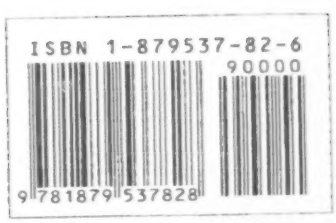

THE CREATIVE CURRICULUM® FOR PRESCHOOL

Implementation Checklist
Progress and Planning Form

Teacher:_____ Date:_____

Physical Environment	Structure
Teacher-Child Interactions	**Assessment**
Family Involvement	**Next Steps**

Observer(s):_____

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Teaching Strategies, Inc. strives to improve the quality of early childhood programs by producing comprehensive and practical curriculum and training materials. Our products and staff development services are making a difference in preschools, elementary schools, Head Start, school-age programs, and child care programs worldwide.

Curriculum

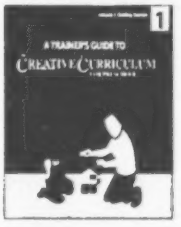
The Creative Curriculum® for Preschool

This completely updated edition keeps its original environmentally-based approach and clearly defines the teacher's vital role in connecting content, teaching, and learning for preschool children.

#CB0019, $39.95

Also available in Spanish, November 2003: #CB0155, $39.95

A Trainer's Guide to The Creative Curriculum® for Preschool Volume 1: Getting Started



This trainer's guide features workshops on each component of the Curriculum framework as well as each interest area, and provides a strong foundation for getting started with *The Creative Curriculum®*.

#CB0177, $39.95

The Creative Curriculum® for Preschool Implementation Checklist

This tool assesses the degree to which *The Creative Curriculum® for Preschool* is being implemented as intended. The instrument is designed for use by teachers, administrators/ supervisors, and trainers.

#CB0156, $19.95

Classroom Profile: **#CB0157, $14.95 (set of 10)**

Progress & Planning Form: **#CB0158, $14.95 (set of 20)**

Resources for Parents

A Parent's Guide to Preschool

Explains how children learn while they play in a high quality preschool program and the important role parents play in helping their children succeed in school and in life.

#CB0170, $29.50 (set of 10)

Also available in Spanish: #CB0171, $29.50 (set of 10)

Observation

The Power of Observation

Explores the vital connection between observing and effective teaching. This book offers both specific guidelines for effective observation and the inspiration to get started with observing.

#CB0035, $19.95

Assessment

The Creative Curriculum® Developmental Continuum Assessment Toolkit

An integrated assessment system based on the valid and reliable instrument—*The Creative Curriculum®* Developmental Continuum for Ages 3-5. It provides the tools to collect data and analyze children's progress as part of demonstrating program outcomes. The boxed set includes enough forms to record progress for a class at three summary checkpoints each year.

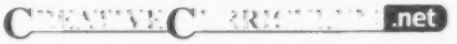
#CB0130, $89.95

Also available in Spanish: #CB0142, $89.95

CC-PORT™: *The Creative Curriculum®* *Progress & Outcomes Reporting Tool*

Used in conjunction with *The Creative Curriculum®* Developmental Continuum, this software generates outcomes reports on the Curriculum's developmental areas and the Head Start Child Outcomes Framework. Produces reports on groups of children at the classroom, center, and program level. Includes a comprehensive *User's Manual.*

#CB0140, $49.95



A complete online version of our assessment and outcomes reporting tools. Includes individualized child profiles, group planning reports, parent communication features, and activities tied to each child's development. For a free 30-day trial, visit www.CreativeCurriculum.net.

Videos

Room Arrangement as a Teaching Strategy

The environment can convey important messages to children and families. A well-ordered classroom promotes learning, helps build a classroom community, and frees teachers to observe and interact with children. This completely updated version of the classic "how-to" on room arrangement presents concrete ideas for arranging today's preschool classrooms to promote positive messages.

#CB0175, $39.95

The Creative Curriculum®

A 37-minute, award-winning videotape that shows how children learn in each interest area and how teachers set the stage and encourage their learning.

#CB0072, $99.50

Also available with Spanish subtitles: #CB0014, $99.50

The Creative Curriculum® for Preschool Implementation Checklist

This tool is designed to assess the degree to which *The Creative Curriculum® for Preschool* is being implemented as intended. The instrument is divided into five sections:

- Physical Environment
- Structure
- Teacher-Child Interactions
- Assessment
- Family Involvement

Teachers use the *Checklist* to think through what is in place in their classrooms, and to discover where they want to make changes. They use individual sections to help them implement what they learn in a training session.

Administrators/supervisors use the *Checklist* to gain information as part of their program's ongoing self-assessment and continuous improvement process, as well as to supervise and evaluate teachers.

Trainers use the *Checklist* in a variety of ways. They may use different sections to follow up on training sessions, to help teachers reflect on how they are implementing what they have learned. They can introduce it to teachers to use as a self-assessment instrument. It can also be used to develop an overall staff development plan for the program.

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ISBN 1-879537-81-8
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